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AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL, SUPPLEMENT 1961-1963. PRELIMINARY DRAFT.

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AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL IS PRESENTED AS A SUPPLEMENT TO THE LISTING OF RESEARCH WHICH COVERED THE PERIOD 1900-1960. THE RESEARCH INCLUDED WAS PUBLISHED IN THE "READING TEACHER" RESEARCH TISSUES FOR 1962, 1963, AND 1964. THE CATEGORIES CONDENSED FROM THE PREVIOUS LISTING ARE RESEARCH COMPILATIONS IN READING, TEACHERS OF READING, READING ACHIEVEMENT, TESTS AND MEASUREMENT, PREDISPOSING FACTORS IN READING, READING SKILLS AND TEACHING PROCEDURES, READING IN HIGH SCHOOL, READING IN JUNIOR HIGH SCHOOL, READING IN THE CONTENT FIELDS, MASS MEDIA AND READING, READABILITY, READING MATERIALS, READING DIFFICULTIES, AND READING INTERESTS, HABITS, AND TASTES. (RH)

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AN ANNOTATED BIBLIOGRAPHY OF SELECTED RESEARCH RELATED TO TEACHING READING IN THE SECONDARY SCHOOL SUPPLEMENT - 1961-1963

(PRELIMINARY DRAFT)

DR. EDWARD G. SUMMERS

This supplement continues the listing of research in secondary reading previously published which covered the period 1900-1960. The research which is included has appeared in the Reading Teacher research issues for 1962, 1963 and 1964. The categories used have been condensed as compared to the previous listing. For example, instead of separate headings for each of the content areas, all the research relevant to this topic has been organized under Reading in the Content Fields.

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Research Compilations in Reading:

Henry, Nelson B. (Ed.) Development In and Through Reading. The Sixtieth Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, 1961.

An interpreted summary of research, especially since 1948 and 1949, dealing with the teaching, use and evaluation of reading from the preschool years through college.

Smith, Henry P., and Dechant, Emerald V. Psychology in Teaching Reading Englewood Cliffs, N. J.: Prentice-Hall, 1961.

A compilation and interpretation of physiological and psychological research dealing with the reading-learning process. Among the topics covered are: The perceptual Nature of Reading, Learning Principles and the Reading Interests, Personality Factors in the Reading Process, and Readability and Legibility.

Smith, Nila Banton. "What Have We Accomplished in Reading? - A review of the Past Fifty Years," Elementary English, XXXVIII (March, 1961), 141-150.

A review of the progress in reading instruction during the past fifty years, with a discussion of significant events during this period.

Clymer, Theodore, and Robinson, Helen M. "Reading," Language Arts and Fine Arts, Review of Education Research, XXXI (April, 1961), 130-44.

A discussion of significant research findings in the field of reading since April, 1958; contains 117-item bibliography.

Mackintosh, Helen K. "Language Arts Curriculum: Fifty-Year Highlights of the Elementary Program," Elementary English, 40 (Jan. 1963),

Summary of progress in language arts instruction presented by decades. Includes references to research in all areas of the language arts as well as specific mention of reading.

Early, Margaret (Ed.). "A Summary of Investigations Relating to the English Language Arts in Elementary Education - 1961", Elementary English, 39 (Apr. 1962), 336-40, 366.

Reports 47 studies, 31 of which deal with reading.

Staiger, Ralph C. "Language Arts Research: 1962", Elementary English, 40 (Apr. 1963), 362-69, 378. (I)

A compilation of 221 research topics in progress or completed since 1960, of which 99 deal with reading as follows: elementary, 61; high school, 21; college, 12; and corrective, 5.

Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1959-60," English Journal, I (February, 1961), 111-25.

Describes the results of research in the language arts; includes eighty-four item bibliography.

Strom, Ingrid M. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1960-61," English Journal, 51 (February, 1962), 123-40.

Assembles the results of research, including a 90-item bibliography, 31 items of which deal with reading.

Strom, Ingrid. "Summary of Investigations Relating to the English Language Arts in Secondary Education: 1961-62," English Journal, 52 (Feb. 1963), 110-36. (I)

Summary of 102 items, 43 of them dealing with reading.

Harris, Theodore L. "Summary of Investigations Relating to Reading July 1, 1960 to June 30, 1961," Journal of Educational Research, 55 (Feb. 1962), 197-220.

Summarizes major findings of 140 studies, July 1, 1960 to June 30, 1961.

Harris, Theodore L. "Summary of Investigations Relating to Reading," Journal of Educational Research, 56 (Feb. 1963), 283-310. (I)

A summary of 112 items published during the period July 1, 1961 to June 30, 1962 pertaining to the Sociology of Reading, the Psychology of Reading, the Physiology of Reading, and the Teaching of Reading.

Robinson, Helen M. "Summary of Investigations Relating to Reading July 1, 1959 to June 30, 1960," Journal of Education Research, LIV (February, 1961), 203-20.

Summarizes major findings of 101 investigations relating to reading; includes an annotated bibliography.

Robinson, Helen M. "Summary of Investigations Relating to Reading July 1, 1960 to June 30, 1961," Reading Teacher, 15 (Jan. 1962), 293-321.

Annotated bibliography of 144 topics and summary of the research related to reading.

Robinson, Helen M. "Summary of Investigations Relating to Reading, July 1, 1961 to June 30, 1962," The Reading Teacher, 16 (Jan. 1963), 205-322. (I)

Annotated bibliography of 130 items and a summary of the research reported in them.

Main, Porter: Schwartz, Edward; and Lolke, Virgil. "Developmental Reading: A Selective and Critical Bibliography," Journal of Developmental Reading, Part I, II (Winter, 1959), 67-71, Part II, II (Spring 1959), 68-71; Part III, II (Summer, 1959), 69-72; Part IV, III (Autumn, 1959), 68-72; Part V, III (Winter, 1960), 143-45; Part VI, III (Spring, 1960), 213-18: Part VII, III (Summer, 1960), 283-86; Part VIII, IV (Autumn, 1960), 69-71; Part IX, IV (Spring, 1961), 212-16.

Presents an annotated bibliography of selected references relating to developmental reading, including reports of research.

Main, Porter. "Developmental Reading: A Selective and Critical Bibliography," Part X, Journal of Developmental Reading, 4 (Summer 1961), 283-84.

An annotated bibliography of six items.

Robinson, H. Alan, and Dramer, Dan S. "High School Reading - 1959," Journal of Developmental Reading, IV (Autumn, 1960), 25-40.

The second of a series of annual summaries of the professional literature on junior and senior high school reading, including reports on research.

Robinson, H. Alan, and Dramer, Dan S. "High School Reading--1960", Journal of Developmental Reading, 5 (Autumn, 1961), 3-14.

A third annual summary of professional literature on junior and senior high school reading, including some research reports.

Robinson, H. Alan, and Huskopf, Allan F. "High School Reading--1961." Journal of Developmental Reading, 6 (Autumn 1962), 26-40. (I)

The fourth annual summary of professional literature on junior and senior high school reading.

Bliesmer, Emery P., and Lowe, Alvin J. "1961 Review of Research on College-Adult Reading," Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 169-205, Eleventh Yearbook of the National Reading Conference, 1962. (I)

A review and bibliography of 90 reports of research on college-adult reading published in 1961.

Summers, Edward G. "Doctoral Dissertation Research in Elementary and Secondary Reading: 1958, 1959, and 1960," Journal of Developmental Reading, 5 (Summer 1962), 232-44. (I)

Lists titles of 111 Dissertations classified by topic.

Summers, Edward G. "Doctoral Dissertation Reasearch in Reading Reported for 1961--Part I," Journal of Developmental Reading, 6 (Winter 1963), 87-105; Part II, 6 (Spring 1963), 156-75. (I)

Part I, abstracts of 28 doctoral studies in reading which were reported in Dissertation Abstracts; Part II, abstracts of 56 dissertations.

Summers, Edward G. "Recent Research in College and Adult Reading," Journal of Developmental Reading, 6 (Autumn 1962), 5-14. (I)

A summary of 15 recent research reports.

Summers, Edward G. "Dissertations in College Reading, 1918 to October, 1960," Journal of Developmental Reading, 4 (Summer 1961), 268-71.

Lists 61 dissertations completed during the period surveyed.

Moore, Walter, J. "Research in the Concepts of Creativity and Maturity in Reading," University of Kansas Bulletin of Education, XV (February, 1961), 45-58.

A collection of research results, observations, and considered opinions on mature readers and reading creatively.

Russell, David H. "Reading Research that Makes a Difference," Elementary English, XXXVIII (February, 1961), 74-78.

A presentation and discussion of ten "classic" examples of reading research.

Teachers of Reading

Austin, Mary C.; Kenney, Helen J.; Gutmann, Ann R.; assisted by Fraggos, Madeleine, The Torch Lighters: Tomorrow's Teachers of Reading, Cambridge, Mass.: Harvard University, Graduate School of Education, 1961.

An examination of how the colleges and universities of the United States are preparing tomorrow's teachers of reading; data were obtained by a field study and questionnaires.

Barton, Allen, and Wilder, David, "The Columbia-Carnegie Study of Reading Research and Its Communication--An Interim Report," Challenge and Experiment in Reading (edited by J. Allen Figurel), pp. 170-76. Conference Proceedings of the International Reading Association, VII. New York: Scholastic Magazines, 1962. (III-7)

A questionnaire-interview study of the reading researcher--his training, career, institutional facilities, obstacles, and choice of topics and methods; the content of communications about reading--textbooks, teachers, manuals, professional literature; and of the beliefs and practices of school personnel.

Haag, Carl H.; Sayles, Daniel G.; and Smith, Donald E.P. "Certificate Requirements for Reading Specialists," The Reading Teacher, XIV (November, 1960), 98-100.

Reports results of a questionnaire on state certification requirements which was returned by forty-six of the fifty states to which it was sent.

Research Committee of the Western Michigan University Chapter, IRA - "Instructional Problems in Reading as Viewed by Teachers and Administrators," The Reading Teacher, XIV (November, 1960), 75-80, 114.

Reports the questionnaire responses of 549 elementary teachers and 54 school administrators from the same school systems, including the backgrounds, experience, and training of the respondents and, in addition, a list of problems each has encountered in the teaching of reading; also information regarding the kinds of in-service training programs provided by their schools.

Ramsey, Z. Wallace. "Will Tomorrow's Teachers Know and Teach Phonics?" Reading Teacher, 15 (Jan. 1962), 241-45.

A report of the extent of knowledge of sounds, phonic principles, number of syllables, and similar clues by 236 college students preparing to be elementary teachers.

McGinnis, Dorothy J. "The Preparation and Responsibility of Secondary Teachers in the Field of Reading." Reading Teacher, 15 (Nov. 1961), 92-97, 101.

Responses from 570 high school teachers in Michigan to a questionnaire concerned the percentage of their students possessing reading skills essential for required work, expectations for assuming this responsibility of teaching reading, and undergraduate training for this purpose. In addition, 1029 college freshmen replied to 16 questions concerning their high school reading needs and the reading training they had received.

Strang, Ruth. "Preparation for the Teachers of Reading," Journal of Developmental Reading, IV (Autumn, 1960), 53-57.

Discussion of the responses received from letters sent to colleges and universities requesting information on their programs in the teaching of reading.

Simmons, John S. "Who is Responsible? The Need for Qualified Supervision of Reading Programs," English Journal, 52 (Feb. 1963), 86-88,93. (II)

Based on questionnaire responses from 127 secondary schools in five North Central states, data were collected on questions of administration and supervision of the program and the training of those responsible for it.

Burnett, Richard W. "The Diagnostic Proficiency of Teachers of Reading," The Reading Teacher, 16 (Jan. 1963), 229-34. (II)

A study of 75 undergraduate elementary education enrollees, 93 elementary teachers, and 19 trained reading specialists, using a diagnostic problem-solving test in reading.

Hoijelle, Anne L. "Social Climate and Personality Traits of Able Teachers in Relation to Reading Instruction," Reading in a Responsible Society (edited by Malcolm P. Douglass) pp. 114-21. Claremont, Calif.: Claremont Graduate School Curriculum Laboratory. Twenty-sixth Yearbook of the Claremont Reading Conference, 1962. (II)

Sixty-one teachers in San Diego County, California, chose among three methods of teaching reading: the basal, the individualized, and the language experience approach. The California Psychological Inventory and the Wright-stone Pupil-Teacher Rapport Scale were administered to determine if differences in teachers' scores were related to the methods chosen.

Reading Achievement

Ramsey, Wallace. "The Kentucky Reading Study," The Reading Teacher, 16 (Dec. 1962), 170-71. (V-1)

Reports a survey in the state of Kentucky regarding the reading status of fourth graders and eighth graders in over 50 per cent of the school districts in the state.

Taylor, Stanford E. "An Evaluation of Forty-One Trainees Who Had Recently Completed the Reading Dynamics Program," Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 41-56. Eleventh Yearbook of the National Reading Conference, 1962. (V-8)

An analysis of the progress of 41 superior readers in Evelyn Wood's Reading Dynamics Course, evaluated by means of eye-movement photographs and tests of comprehension, as well as by rate of reading a longer selection.

Street, Paul; Powell, James H., and Hamblen, John W. "Achievement of Students and Size of School," Journal of Educational Research, 55 (Mar. 1962), 261-66.

An analysis of achievement, including reading, of students in Grades 6 and 8 of eastern Kentucky, where school enrollments (over 300, 100-300, under 100) were the major variables for classification.

Bauerfeind, Robert H., and Blumenfeld, Warren S. "A Comparison of Achievement Scores of Public-School and Catholic-School Pupils," Educational and Psychological Measurement, 23 (Summer 1963), 331-36. (V-2)

Two studies comparing the achievement in language arts, arithmetic, and reading of public- and catholic-school students who had completed Grade 8.

Aaron, Ira E. "Comparisons of Good and Poor Readers in Fourth and Eighth Grades," Journal of Educational Research, LIV (September, 1960), 34-37.

A comparison of two groups at each grade in each of four measures: spelling, spelling of phonetic syllables, syllabication, and intelligence to determine a relationship between these and reading achievement.

Kamii, Constance K., and Weikart, David P. "Marks, Achievement, and Intelligence of Seventh Graders Who Were Retained (Non-promoted) Once in Elementary School," Journal of Educational Research, 56 (May-June 1963), 452-59. (V-7)

A group of 31 seventh grade students with a history of a single retention between Grades 1 and 5 were matched with a group who had never been retained. The groups were compared on seventh grade marks, achievement test scores in reading and arithmetic, and intelligence test scores.

Jones, Reginald Lanier; Gross, Frank Peter and Van May, Earl L. "A Longitudinal Study of Reading Achievement in a Group of Adolescent Institutionalized Mentally Retarded Children," Training School Bulletin, 57 (Aug. 1960), 41-47.

An analysis of growth in reading achievement at life ages 16, 17 and 18 among 42 institutionalized students with I.Q.'s of 47 to 81, determining sex differences and rate of change.

Townsend, Agatha. "Helping the Gifted Reader," The Reading Teacher, XIV (September, 1960), 46-49.

A review of the research since 1955 on identifying the gifted and helping the gifted reader; contains a twelve item bibliography.

Allen, Dana W. "An Experiment in Education with the Laubach Literacy Course of Study on Films," Spelling Progress Bulletin, II (Oct. 1962), 10-19, (IV)

The Laubach Literacy materials, on films, were used for 16 weeks with 156 illiterate inmates of a reformatory to determine the improvement in reading and related areas. A second study involved 163 similar students for 20 weeks.

Endler, Norman S., and Steinberg, Danny. "Prediction of Academic Achievement at the University Level," Personnel and Guidance Journal, 41 (Apr. 1963), 694-99. (V-15)

In an attempt to predict college grades for 69 college freshmen, high school average grades, the SCAT and the STEP of mathematics, reading and writing were used. Sex differences were also calculated.

Tests and Measurement

Townsend, Agatha. "What Research Says to the Reading Teacher: Tests and Measurements," The Reading Teacher, 16 (Mar. 1963), 371-73. (I)

Reports recent research in tests and measurements as it applies to the area of reading.

Lennon, Roger T. "What Can be Measured?" Reading Teacher, 14 (Mar. 1962), 326-37.

A critical review of 15 reports of research dealing with testing and implications.

Ranking, Earl F., Jr. "Reading Test Reliability and Validity as Function of Introversion-Extroversion," Journal of Developmental Reading, 6 (Winter 1963), 106-17. (V-15)

Three studies to determine the relationship between introversion-extroversion and reading test reliability and validity. Subjects were high school and college students who took the SA-S Senior Scales. The cloze procedure, the Cooperative Reading Test, (C_2), and the survey section of the Diagnostic Reading Test were used.

Preston, Ralph C. "A New Approach to Judging the Validity of Reading Comprehension Tests: Summary of an Investigation," Challenge and Experiment in Reading, (edited by J. Allen Figurel), pp. 166-67. Conference Proceedings of the International Reading Association, VII, New York: Scholastic Magazines, 1962. (V-15)

The first 30 comprehension questions of the Cooperative English Test, Reading Comprehension (C_2), were administered to 126 college freshmen without the passages to determine their validity and other test data related to ability to spot the answers.

Boag, Audrey K., and Neild, Margaret. "The Influence of the Time Factor on the Scores of the Triggs Diagnostic Reading Test as Reflected in the Performance of Secondary School Pupils Grouped According to Ability," Journal of Educational Research, 55 (December, Jan. 1962), 181-83.

In Grades 9-12, 722 Students took the vocabulary section of the Triggs Test, both timed and untimed, to determine which types of students changed position in the groups.

Harootunian, Berj. "A Note on Reading and Closure," The Reading Teacher, XIV (May, 1961), 343-44.

Relationships of three Thurstone closure tests to reading scores at Grades 7 and 8.

Holowinsky, Ivan. "The Relationship Between Intelligence (80-110 I.Q.) and Achievement in Basic Educational Skills," Training School Bulletin, 58 (May 1961), 14-21.

A study of the reading and arithmetic achievement of 375 pupils ages 12-17 with I.Q.'s from 80-110 to determine the effect of age and I.Q. on mastery in these two areas.

Cleland, Donald L., and Toussaint, Isabella H. "The Interrelationships of Reading, Listening, Arithmetic Computation and Intelligence." Reading Teacher, 15 (Jan. 1962), 228-31

The predictive value of the Stanford-Binet, the Primary Mental Abilities test, the Durrell-Sullivan and STEP Listening tests, and American School Arithmetic test were determined singly and according to best combinations with middle-grade pupils whose reading was measured by the Gates Reading Survey test.

Curry, Robert L., and Hughes, Hughie. "Relationships Between Measured and Anticipated Achievement in Reading," Junior College Journal, 32 (Oct. 1961). 91-96.

Relationship between reading-grade scores and mental-grade scores in three intellectual ability groups for 849 high-school sophomores in Waco, Texas.

Predisposing Factors in Reading

Gates, Arthur I. "Sex Differences in Reading Ability," Elementary School Journal, LXI (May, 1961), 431-34.

Comparison of the reading achievement of over 6000 boys and girls in Grades 2 through 8, using the author's tests.

Plessas, Gus P. "Reading Abilities of High and Low Auders," Elementary School Journal, 63 (Jan. 1963), 223-26. (IV-4)

A comparison of the reading achievement of 112 eighth grade pupils who ranked in the upper quarter on the California Auding Test with 104 pupils who ranked in the lower quarter on the test.

Haspiel, George S. and Bloomer, Richard H. "Maximum Auditory Perception (MAP) Word List," Journal of Speech and Hearing Disorders, 26 (May 1961), 156-63.

A study of the auditory discriminability of phonetic elements and the construction of a list of 1200 words with varying levels of discriminability for children with hearing loss, speech defects, and reading difficulty.

Leton, Donald A. "Visual-Motor Capacities and Ocular Efficiency in Reading," Perceptual and Motor Skills, 15 (Oct. 1962), 407-32. (IV-I)

An evaluation of selected psychometric tests of visual-motor abilities and development of clinical procedures for the electrical recording of oculomotor patterns to compare retarded readers with nonretarded. Subjects were 7 boys whose reading difficulty appeared to be due to perceptual factors, 6 boys who showed emotional maladjustment in addition to a reading disability, and 8 boys of comparable age and grade levels with average-to-good reading skills.

Gibson, Eleanor J., Pick, Anne; Osser, Harry, and Hammond, Marcia. "The Role of Grapheme-Phoneme Correspondence in the Perception of Words," American Journal of Psychology, 75 (Mar. 1962), 554-70.

Two experiments were performed to determine whether college students would recognize visually nonsense words with high spelling-to-sound correlation better than those with low spelling-to-sound correlation. In the first experiment subjects wrote what they saw on the tachistoscope exposure, while in the second, they chose the correct pseudo-word from four versions.

Gruber, Ellis. "Reading Ability, Binocular Coordination and the Opthalmograph," Archives of Ophthalmology, 67 (Mar. 1962), 280-88. (IV-I)

An analysis of opthalmographic records of 50 patients, ages 10-68 years, to determine the validity of the evidences of binocular coordination based on the findings of an ophthalmologist's examination.

Young, Francis A. "Reading, Measures of Intelligence and Refractive Errors," American Journal of Optometry and Archives of American Academy of Optomerty, 40 (May 1963), 257-64. (IV-I)

Based on tests given to 117 pupils (ages not given), the relationships between hyperopia or myopia and intelligence (measured by the Stanford-Binet and the California Test of Mental Maturity) were determined. The Durrell-Sullivan Reading Achievement Test scores permitted a partial correlation to be obtained with reading held constant.

Balow, Irving H. "Lateral Dominance Characteristics and Reading Achievement in the First Grade," Journal of Psychology, 55 (April 1963), 323-28. (IV-7)

Investigation of 302 children to determine whether the following dominance anomalies are significantly associated with reading achievement in the first grade: left-eye dominance, lack of dominance, crossed dominance, directional confusion, and confusion in identifying right and left.

Walters, Richard H. and Kosowski, Irene. "Symbolic Learning and Reading Retardation," Journal of Consulting Psychology, 27 (Feb. 1963), 75-82. (IV-3)

Twenty-four each of advanced, average, and retarded readers in Grades 6-8 were compared on their ability to learn through visual and auditory stimuli. Comparisons at different reading levels were made, and effects of transfer from one sense modality to another were assessed.

Reading Skills and Teaching Procedures

Austin, Mary, and Morrison, Coleman, with others. The First R: The Harvard Report on Reading in Elementary Schools, New York: Macmillan, 1963. Macmillan, 1963. 269 pp. (V-1)

A survey, using questionnaire, interview, and observation techniques, of 795 school systems in communities over 10,000 population to determine the conduct and content of American reading instruction.

Langman, Muriel Potter. "The Reading Process: A Descriptive, Interdisciplinary Approach," Genetic Psychology Monographs, LXII, (July, 1960), 3-40.

An analysis of the reading process which names "areas of behavior related to the acquisition of reading skills," draws together information from psychology and linguistics to "demonstrate the extreme complexity of the reading process," and shows "the relation between the nature of language as a generalizing and conceptualizing process and the skills involved in reading"; contains thirty-two references.

Marsand, Joseph. Attitudes Toward English Teaching. Philadelphia: Chilton Company, 1961.

A survey of the state of teaching English based on nearly 1250 replies from colleges, business executives, editors, librarians and many other groups; includes data on reading proficiency.

Purcell, John Wallace. "Poor Reading Habits: Their Rank Order," The Reading Teacher, 16 (Mar. 1963), 353-58. (IV-9)

Reports the results of polling 627 college students and adults who voluntarily enrolled in reading improvement classes to determine in order of importance which of 12 most common reading habits applied to them.

De Hirsch, Katrina. "Concepts related to Normal Reading Processes and Their Application to Reading Pathology," Journal of Genetic Psychology, 102 (June 1963), 277-85. (I)

Summary and interpretation of 34 titles related to the process of beginning reading.

Harris, Theodore L. "Some Issues in Beginning Reading Instruction," Journal of Educational Research, 56 (Sept. 1962), 5-10. (I)

Presents a rationale for a "meaning-discrimination approach" to beginning reading (as opposed to "meaning-first" or "discrimination-first") by relating this approach to the reading act, the nature of learning, and research evidence.

Brekke, Gerald W. "Actual and Recommended Allotments of Time for Reading," The Reading Teacher, 16 (Jan. 1963), 234-37. (V-II)

A report of responses to a questionnaire regarding time allotted to basal reading in Grades 1-8 in 1,224 schools and that allotted to "other reading" in 1,087 schools. The results are compared with those of eight previous studies and with time recommended by authorities.

Kierstead, Reginald. "A Comparison and Evaluation of Two Methods of Organization for the Teaching of Reading," Journal of Educational Research, 56 (Feb. 1963), 317-21. (V-10)

Comparison of the reading gains made in an academic year by about 277 pupils, Grades 3 through 8, 166 of whom were in graded and the remainder in ungraded classes for reading instruction. Subgroups equated for intelligence and composite scores on the Iowa Basic Skills Tests were also compared.

Dale, Edgar; Eicholz, Gerhard; and others. Children's Knowledge of Words.: Ohio State University, Bureau of Educational Research and Service, 1960.

An interim report of research which presents word lists for Grades 4, 6, 8, 10, and 12 comprised of those words which had a familiarity score of 50 per cent or over, as determined by multiple choice tests.

Townsend, Agatha. "Vocabulary Building in School and College," The Reading Teacher, XIV (November, 1960), 121-22, 125.

Briefly reviews research in the are of vocabulary in the higher grades and suggests the nature of needed research in this area.

Fitzgerald, James A. "An Integrating Basic Communication Vocabulary," Elementary English, 40 (Mar. 1963), 283-89. (IV-5)

Reports the development of a communications core vocabulary using a variety of word lists as sources. The author claims that this vocabulary, which contains the most common words for both children and adults to use and which they encounter in listening, speaking, reading, writing, spelling, and handwriting, can and should be used in the total language arts program.

Blackman, Leonard S., and Holden, Edward A., Jr. "Support vs. Non-Support in an Auto-instructional Word Program for Educable Retardates," American Journal of Mental Deficiency, 67 (Jan. 1963), 592-600. (V-13)

Two small equated groups of educable, non-reading retarded adolescents were compared on a support (prompting) and non-support (confirmation) program designed to teach four words.

Davy, Ruth Ann. "Adaptation of Progressive Choice Method for Teaching Reading to Retarded Children," American Journal of Mental Deficiency, 67 (Sept. 1962), 274-80. (VI)

Using Woolman's Progressive Choice method for introducing letters and their sounds, 13 trainable mentally retarded pupils were taught to recognize words and tested to determine retention over the summer vacation.

Wechkin, Stanley. "Word Learning in an Automated Teaching Situation as a Function of Display Condition," Journal of Educational Psychology, 53 (Aug. 1962), 165-69. (V-13)

An experiment conducted to ascertain the more efficient mode of presenting materials for word learning in a multiple choice automated teaching situation. Speed of learning and retention were measured for 32 girls, ages 14-17, who responded to an auditory stimulus which was coupled with a visual presentation of the correct equivalent and its foils and who also responded to a visual stimulus coupled with auditory response alternatives.

Stone, David R., and Bartschi, Vildaers, "A Basic Word List from Basal Readers," Elementary English, 40 (Apr. 1963), 420-27. (V-12)

Based on words used in the Scott-Foresman, Ginn, Macmillan, Houghton-Mifflin, and Heath readers, together with the Dolch (1942) and Fry (1960) lists, a composite list for the first three grades is determined.

Fullmer, Daniel W., and Nolson, Clifford J. "A Beginning Reading Vocabulary," Journal of Educational Research, LIV (March, 1961), 270-72.

A tabulation of words used seven or more times in the pre-primers, primers and first readers of eleven basic series.

Johnson, Glenn R. "A Core Vocabulary Study in the Elementary Grades," Elementary English, 39 (May 1962), 470-73.

A tabulation and comparison of the new words introduced at each of the primary grades in each of seven basal reading series.

Fullmer, Daniel W., and Nolson, Clifford J. "A Beginning Reading Vocabulary," Journal of Educational Research, 54 (March 1961), 270-72.

Through tabulation of words common to 45 pre-primers, primers and first readers, five lists of words were identified in order of frequency of appearance.

Schick, George B. "Research and Development in Vocabulary Improvement Courses," Problems Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 113-19. Eleventh Yearbook of the National Reading Conference, 1962. (I)

Contains a 54-item bibliography of articles, research reports, and textbook considerations of vocabulary improvement. Some items are reviewed.

Russell, David H., and Saadeh, Ibrahim Q. "Qualitative Levels in Children's Vocabularies," Journal of Educational Psychology, 53 (Aug. 1962), 170-74. (IV-5)

Reports results of administering an experimental qualitative vocabulary test, calling for functional, concrete, or abstract correct definitions, given to 257 pupils in Grades, 3, 6, and 9 to determine whether significant changes in level of response occurred at the different grades.

Eichholz, Gerhard, and Barbe, Richard. "An Experiment in Vocabulary Development," Educational Research Bulletin, XL (January, 1961), 1-7, 28.

An evaluation of modified programmed-instruction in Grade 7 over a period of eight weeks.

Robinson, H. Alan. "A Study of the Techniques of Word Identification," The Reading Teacher, 16 (Jan. 1963), 238-42. (V-6)

An analysis of the additive effect on the recognition of 22 unfamiliar words of context alone, word configuration, phonic and/or structural analysis of beginning elements, phonic and/or structural analysis of final elements, and finally the presentation of the entire word.

Clymer, Theodore. "The Utility of Phonic Generalizations in the Primary Grades," The Reading Teacher, 16 (Jan. 1963), 252-58. (V-12)

Reports an analysis of the phonic generalizations presented in the manuals of four basal readers, A "per cent of utility" is computed for each generalization—a measure of the extent to which it applied to words commonly met in primary grade material.

Otto, Wayne and Lasswell, Ann. "Relationship of Secondary Beginning Strokes in Handwriting to Reading Ability," Perceptual and Motor Skills, 14 (June 1962), 530.

At grades 7 and 8, 25 poor readers were compared with 25 good readers for the number of secondary beginning strokes in handwriting.

Bloomer, Richard H. "Connotative Meaning and the Reading and Spelling Difficulty of Words," Journal of Education Research, 55 (Nov. 1961), 107-12.

A study of the relationship of learning to spell and read 149 common words to connotative positiveness or negativeness, intensity of meanings, frequency of occurrence, and length of word.

Lee, W. R. "Spelling Irregularity and Reading Difficulty in English," National Foundation for Educational Research in England and Wales, Occasional Publication, No. 2, 1960.

Report of an attempt to discover whether the irregularity of English spelling might be a cause of backwardness in reading. Included examination of research in countries in which the language was more regularly spelled, an inquiry into children's reading errors as related to the spelling of the words, and a test to see if children associate sounds with spelling.

Runquist, Willard N. and Hutt, Valorie H. "Verbal Concept Learning in High School Students with Pictorial and Verbal Representation of Stimuli," Journal of Educational Psychology, 52 (Apr. 1961), 108-11.

At each of Grades 9 through 12, 15 students of average ability were used to determine the efficacy of forming verbal concepts by using words, pictures with correct concept emphasized, and pictures with the concept de-emphasized.

Martens, Mary. "The Role of a Pacer in Improving Comprehension," Journal of Developmental Reading, IV (Winter, 1961), 135-39.

Two matched groups of girls in Grades 7-9 were given similar instruction, except that one used a pacer.

Bottomly, Forbes. "An Experiment with the Controlled Reader," Journal of Educational Research, LIV (March, 1961), 265-69.

At Grades 5 and 6, 460 pupils, divided between experimental and control groups, used the Controlled-Reader and the conventional program to determine immediate differences in proficiency and differences five months after instruction concluded.

Bormuth, John R., and Aker, Cleatus C. "Is the Tachistoscope a Worthwhile Teaching Tool?" The Reading Teacher, XIV (Jan. 1961), 172-76.

A study to determine whether the tachistoscope is an effective means of increasing reading rate, comprehension, and vocabulary.

Noall, Mabel S. "Effectiveness of Different Methods of Study," Journal of Educational Research, 56 (Sept. 1962), 51-52. (V-8)

Comparison of listening, listening with note-taking, reading, and reading with note-taking among poor achieving college students and superior tenth graders as means of learning and retaining facts.

Jan-Tausch, James. "Concrete Thinking as a Factor in Reading Comprehension," Challenge and Experiment in Reading (edited by J. Allen Figurel), pp. 161-64. Conference Proceedings of the International Reading Association, VII, New York: Scholastic Magazines, 1962. (IV-2)

Advanced readers were compared with retarded readers of Grades 4-7, using a total group of 170, to determine relationships between reading comprehension and abstract or concrete thinking modes.

Calvin, Allen D., and Hanley, Charles. "Exposure to Programmed Learning Material and Reading Comprehension," Psychological Reports, 10 (Oct. 1962), 538. (V-13)

Using the STEP reading test in the autumn and the Cooperative Reading Test at the end of the spring term, comparisons were made of the gains of 408 high school students who had programmed instruction in mathematics with 156 who had the regular classes.

Vernon, Philip E. "The Determinants of Reading Comprehension," Educational and Psychological Measurment, 22 (Winter 1962), 269-86.

A correlational and factor analysis study of selected reading tests considering content (level of integration, function, and technical bias), method (type of presentation and response, level of difficulty, etc.) and error components among 100 British and 75 American college students.

Parker, John P. "Some Organizational Variables and Their Effect upon Comprehension," Journal of Communication, 12 (Mar. 1962), 27-32.

The relative value of the topic sentence, cross headings, beginning and closing summary was assessed in a 2000-word passage at college freshman level to determine level of comprehension and amount of retention.

O'Donnell, Roy "Awareness of Grammatical Structure and Reading Comprehension," High School Journal, 45 (Feb. 1962), 184-88.

Based on tests of recognition of grammatical structure and information, as well as reading achievement tests given to 101 high school seniors. Coefficients of correlation are reported.

Theophemia, Sister Mary "Testing Flexibility in Reading," Challenge and Experiment in Reading (edited by J. Allen Figurel), pp. 138-39. Conference Proceedings of the International Reading Association, VII, New York: Scholastic Magazines, 1962. (V-15)

Using the Reading Versatility Test with 450 students in Grade 8, the range of rates and the ratios among them are calculated.

Ranking, Earl F., Jr. "The Relationship Between Reading Rate and Comprehension," Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 1-5. Eleventh Yearbook of the National Reading Conference, 1962. (I)

Review of 16 references relating reading rate to comprehension.

Moore, Walter J. "Research on the Skimming Process in Silent Reading," University of Kansas Bulletin of Education, 17 (Fall issue, Nov. 1962), 20-36. (I)

Reviews research on skimming from its beginning in 1914 to the present, including the author's current research, with implications for further research.

Braam, Leonard. "Developing and Measuring Flexibility in Reading," The Reading Teacher, 16 (Jan. 1963), 247-51. (V-7)

Reports test results of attempts to develop flexibility through a 6-week summer reading improvement course administered to 71 college-bound high school seniors. Part of the study involved the construction of an instrument to measure improved flexibility in reading.

Herculane, Sister M. "A Survey of the Flexibility of Reading Rates and Techniques According to Purpose," Journal of Developmental Reading, IV (Spring, 1961), 207-10.

In an eighth grade, 102 students were asked to skim, read rapidly, and read thoroughly three respective selections and report their knowledge of flexibility of reading rate to ascertain their efficiency in adapting rate to purpose.

Reading in High School

Hoall, Mabel S. "Automatic Reaching of Reading Skills in High School," Journal of Education (Boston), CXLII (February, 1961), entire issue.

Reports of two studies (one at high school and the other Grades 7 - college) in each of which one group was taught by the teacher while the other followed an individualized pre-planned program oriented toward materials at successively advanced levels.

Grissom, Loren V. "Characteristics of Successful Reading Improvement Programs," English Journal, 50 (Oct. 1961), 461-64, 474.

An intensive descriptive study of the organizational patterns of 15 reading programs selected from 107 in Illinois secondary schools.

Goake, R. Robert "Michigan High Schools Stress Special Reading Programs," Michigan Education Journal, 39 (Nov. 1961), 262-63. (V-I)

A questionnaire survey of 128 Michigan high schools to discover the status of reading programs, how they are organized, and the degree of satisfaction with their programs.

Whitla, Dean K. "Effect of Tutoring on Scholastic Aptitude Test Scores," Personnel and Guidance Journal, 41 (Sept. 1962), 32-37. (V-7)

Tutoring high school students in vocabulary, reading skills, mathematical concepts and how to deal with multiple choice tests was provided 52 students. To determine the effect from pre to post-test on SAT-V College Board Examinations, changes in scores were compared with those of a control group.

Larson, Howard L.; Black, Donald B.: and Browne, M. Patricia. "An Evaluation of an Experimental Method of Teaching Language to Low Ability Grade X Students," Alberta Journal of Educational Research, VI (September, 1960), 163-75.

An evaluation of an experimental language (including reading) and literature program in which groups were homogeneous and curriculum and instruction were altered in comparison with matched heterogeneous groups using traditional organization and program.

Woolcock, Cyril William. "Guiding the Reading of Superior Students in a Special High School." The Reading Teacher, 16 (May 1963), 448-51.

A questionnaire survey of the reading characteristics of 85 gifted girls in Grades 9-12. Data were collected on such topics as: (1) time spent in assigned reading; (2) the nature and amount of voluntary reading, related to other activities, (3) how they select books, and (4) their evaluation of their own reading competencies.

Reading in Junior High School

Baughman, M. Dale. "Special Reading Instruction in Illinois Junior High Schools," National Association of Secondary School Principals Bulletin, XLIV, (November, 1960), 90-95.

A questionnaire survey of reading practices in 133 junior high schools to determine extent and organization of classes, the common practices in teaching and testing, and the training of teachers.

Brazziel, William F., and Gordon, Margaret. "Replications of Some Aspects of the Higher Horizons Program in a Southern Junior High School," National Association of Secondary School Principals' Bulletin, 47 (Mar. 1963), 135-43. Also published in Journal of Negro Education, 32 (Spring 1963), 107-13. (V-7)

Reports gains for a year during which certain aspects of the Higher Horizons program were adapted and utilized with a Norfolk, Virginia, Grade 7 class of 301, a majority of whom came from culturally disadvantaged homes. Aspects of the program involving reading were in-service training of teachers in reading skills, applications in the classroom, library utilization, and parent cooperation to encourage students to read at home.

Townsend, Agatha. "Reading in the Junior Grades," Reading Teacher, 15 (Mar. 1962,) 369-71.

Annotated bibliography on reading in Grades 7 through 9.

Warren, Mary Bay "The Massapequa Junior High School Reading Program," Journal of Developmental Reading,"5 (Summer 1962), 245-55. (V-7)

Report of a seven-week pilot study involving the use of the Controlled Reader in one of two selected classes of junior high school students.

Walker, Frederic E. "Evaluation of Three Methods of Teaching Reading, Seventh Grade," Journal of Educational Research, LIV (May, 1961) 156-58.

Using eighty-six seventh grade students, three types of reading instruction were given to respective groups: (1) a variety of materials and approaches, (2) the SRA Reading Laboratory, and (3) a single text and workbook.

Schrock, Ralph E., and Grossman, Hilton. "Pilot Study: Motivation in Reading," The Reading Teacher, 15 (Nov. 1961), 119-21. (IV-I)

A pilot study of ten Grade 7 students compared with matched controls to determine the motivational effects of four weeks of visual training on oral reading, as measured by Gray's test.

Reading in the Content Fields

Townsend, Agatha. "What Research Says to the Reading Teacher: Applied Reading-A Bibliography," The Reading Teacher, 16 (Dec. 1962), 189-91, 193-94,201. (I)

Reviews 20 recent studies in "applied reading" that is, reading in the content areas.

Groff, Patrick J. "Children's Attitudes Toward Reading and Their Critical Reading Abilities in Four Content-Type Materials," Journal of Educational Research, 55 (Apr. 1962). 313-17.

Based on test data collected from 305 fifth and sixth-grade children, attitudes toward different types of content were related to scores on a critical reading test in each type of content, general reading ability, attitude toward school and reading, intelligence, and socio-economic status.

O'Donnell, Roy C. "A Study of the Correlation Between Awareness of Structural Relationships in English and Ability in Reading Comprehension," Journal of Experimental Education, 31 (Mar. 1963), 313-16. (IV-4)

Coefficients of correlation among scores on an experimental "Test of Recognition of Structural Relationships in English," the Cooperative Reading Test, and the Iowa Grammar Information Test were calculated for 101 high school seniors to determine the relative contribution of knowledge of, and ability to verbalize, rules of grammatical structure to reading comprehension.

Forseth, William J. "Does the Study of Geometry Help Improve Reading Ability?" Mathematics Teacher, LIV (January, 1961), 12-13.

Comparison of the reading improvement of seventy-nine to eighty-two pairs of tenth-grade students who studied geometry with those who did not.

Troxel, Vernon. "The Effects of Purpose on the Reading of Expository Mathematical Materials in Grade Eight," Journal of Educational Research, 55 (Feb. 1962), 221-27.

Relationship of speed and accuracy in reading to answer a question and for main idea to scores on the Iowa Silent Reading Tests.

Severson, Eileen E. "The Teaching of Reading-Study Skills in Biology," American Biology Teacher, 25 (Mar. 1963), 203-04. (V-9)

An experiment in the effects of teaching word analysis and meaning of basic biology terms to two tenth grade biology classes; matched control groups followed the regular program.

Aldridge, Billy G., and Anderson, Kenneth E., "A Study of the Relationship of Fundamental Skills Measured by the National Merit Scholarship Qualifying Test to Natural Sciences Reading Ability," School Science and Mathematics, LX (June, 1960), 439-44.

Using a sample of 300 students, the relationships of English Usage, Social Studies Reading and Words Usage to Natural Science Reading were explored statistically.

Witt, Mary. "A Study of the Effectiveness of Certain Techniques of Reading Instruction in Developing the Ability of Junior High-School Students to Conceptualize Social Studies Content," Journal of Educational Research, 56 (Dec. 1962), 198-204. (V-9)

Using equated groups of 29 Grade 7 pupils for two semesters and emphasizing outlining and drawing conclusions from factual materials, Groups 1 and 2 studied two social studies units, one by the Unit Plan and in the other, the method focused upon the development of ten selected concepts.

Hislop, George E. "A Study of Division Two Social Studies Reading Skills," Alberta Journal of Education Research, VII (March, 1961), 28-38.

Based on the S.T.E.P. reading and social studies tests, fifteen high and fifteen low achievers in Grades 4, 5, and 6 were matched with a control group and given intensive training in problem-solving for four months.

Reading Interests, Habits and Tastes

National Conference on Research in English, Development of Taste in Literature (Mila B. Smith, Chairman), Research Bulletin of the National Conference on Research in English. Champaign, Ill.: NCTE, 1963. (I)

A committee assembled and interpreted published and unpublished research dealing with taste in literature.

Witty, Paul A. "Selected References on Interests," Education, 83 (Apr. 1963), 503-06. (I)

An annotated bibliography of references on interests generally, including reading interests. Articles are concerned with theory or application as well as with research.

Fisher, Joseph A. "The Volume, Interests and Tastes of Adult Readers," Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 154-64. Eleventh Yearbook of the National Reading Conference. 1962. (I)

Summarizes the results of research in adult reading in the U.S.

Hittross, John L. "Some attempts to Develop an Index of Interest," Journal of Communication, 2 (Dec. 1962), 225-33. (III-4)

Three types of tasks were tried as possible indices of interest stimulated by various printed message techniques or content forms: (1) the "close" procedure; (2) retention of content in which the reading was interrupted by an interfering message, and (3) proof-reading.

Strang, Ruth. "Scope of Adolescent Interests," Education, 83 (Apr. 1963), 463-67. (I)

A summary of 16 studies of adolescents' reading interests.

Stanchfield, Jo M. "Boys' Reading Interests as Revealed Through Personal Conferences," The Reading Teacher, 16 (Sept. 1962), 41-44. (IV-9)

A study planned to examine the effects of reading achievement upon reading interests, using an interview technique with 153 males, who were superior, average, or poor readers in Grades 4, 6, and 8.

Sizemore, Robert. "Reading Interests in Junior High School," Education, 83 (Apr. 1963), 473-79. (I)

Summarizes twenty investigations reported during the past two decades into the reading interests of junior high school students.

Vaughn, Veryl I. "Reading Interests of Eighth Grade Students," Journal of Developmental Reading, 6 (Spring 1963), 149-55. (IV-9)

An interest questionnaire, using book titles, names of magazines, and newspapers, was used with 134 students in Grade 8 to determine sex differences and differences among bright, average, and dull learners.

Anon. "65% of Dailies' Readers Roam from Front to Back." Editor & Publisher, 94 (Dec. 9, 1961), 15-16.

Based on the report by McIntyre, this aspect gives data on how and what is read at different ages and in different income brackets.

Witty, Paul. "A Study of Pupils' Interests, Grades 9, 10, 11, 12," Education, 82 (Sept. 1961), 39-45; (Oct. 1961), 100-10; (Nov. 1961), 169-74.

Three hundred subjects at each of Grades 9 through 12 in two city schools replied to a questionnaire to determine their voluntary and preferred activities relating to: (1) TV, radio, and movies, (2) recreation and hobbies, including reading, and (3) vocational and educational preference.

Karlin, Robert. "Library-Book Borrowing vs. Library-Book Reading," The Reading Teacher, 16 (Nov. 1962), 77-81. (III-3)

An investigation to determine whether library circulation figures are a valid index of book reading for a sample of 145 laboratory and public school children in Grades 3-9. Data were collected by interviewing children as they return books to the school and public libraries.

Adams, John Q. "A Study of Leisure-Time Reading Preferences of Ninth Grade Students," High School Journal, 46 (Nov. 1962), 67-72, (IV-10)

A questionnaire study of favorite magazines of 60 Grade 9 students to determine order of preference, quality of each magazine, and relationships of "quality preferences" to respondents' I.Q.'s.

Hemmerling, Robert L., and Hurst, Homer. "The Effects of Leisure Time Activities on Scholastic Achievement;" California Journal of Educational Research, 12 (Mar. 1961), 86-90.

Relationship between time spent televiewing, studying, working, listening to music, sports, reading, dating, church, and motion picture viewing and grade point averages for 202 high school students in California.

Mass Media and Reading

Klapper, Joseph T. The Effects of Mass Communication, Glencoe, Illinois: Free Press, 1960. Pp. 302.

An interpretive summary of about 270 selected studies of effects of mass media, including comic books and newspapers, on children and adults.

Shafer, Robert E. "Mass Communication," Language Arts and Fine Arts Review of Educational Research, XXXI (April, 1961), 197-207.

Review findings of those major studies in mass communication which have implications for education, including the sociology of reading; contains a seventy-nine item bibliography.

Becker, Samuel L. "Teaching of English in the Mass Media," Elementary English, XXXVIII (April, 1961), 250-58.

An evaluation and review of research in the use of the mass media in teaching English (including reading); contains a twenty-seven item bibliography.

Witty, Paul A. and Kinella, Paul J. "A Report on Televiewing in 1961", Elementary English, 39 (Jan. 1962), 24-32

The twelfth annual report on televiewing time and choice of programs in relation to reading and problems presented at home, based on questionnaires presented to about 200 pupils at each elementary grade and each year of high school.

Schramm, Wilbur; Lyle, Jack; and Parker, Edwin B. Television in the Lives of Our Children, Stanford, Calif.: Stanford University Press, 1961.

Reports the finding of eleven studies; based on responses from 5,991 children and about 2300 parents, teachers, and school officials, concerning children's use of television, books, magazines, and newspapers over a period of two years.

Faust, Marguerite. "Televiewing Habits of Retarded and Gifted Pupils," Education, LXXXI (January, 1961), 300-02.

A questionnaire study of time spent in televiewing, homework practices, parental attitudes, and program preferences of junior-high school students.

Readability

Mills, Robert E., and Richardson, Jean R. "What Do Publishers Mean by 'Grade Level'?" The Reading Teacher, 16 (Mar. 1963), 359-62.

Questionnaires were sent to 12 publishers to determine their procedures in grading basal readers and childrens' books. The Spache and Dale-Chall readability formulae were used with selected texts to compare them with levels claimed by publishers.

Smith, Edgar A. "Devereaux Readability Index, "Journal of Educational Research, LIV (April, 1961), 298-303.

An attempt to develop a simple formula based on the average number of letters per word and characters per sentence. The obtained scores were validated and readability was tested.

Belden, Bernard R. "Utilization of Readability Formulas for Effective Instruction," Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 139-47. Eleventh Yearbook of the National Reading Conference, 1962. (IV-12)

Review of 17 items of readability formulae, and a report of efforts to evaluate the readability of selected college science texts and adult reading improvement texts using the Dale-Chall formula.

Martin, Mavis, and Lee, Wayne. "Sample Frequency in Application of Dale-Chall Readability Formula," Educational Research Bulletin, 40 (Sept. 1961), 146-69.

A comparison between 10- and 50-page samples in total readability for each and all of five high school biology textbooks.

Nyman, Patricia; Kearl, Bryant E., and Powers, Richard D. "An Attempt to Shorten the Word List With the Dale-Chall Readability Formula", Educational Research Bulletin 40 (Sept. 1961), 150-52.

Danielson, Wayne A., and Bryan, San Dunne. "Computer Automation of Two Readability Formulas," Journalism Quarterly, 40 (Spring 1963), 201-06. (IV-12)

An effort to program the Farr-Jenkins-Paterson revision of the Flesch Reading Ease Formula for the UNIVAC 1105 computer led to construction of a new readability formula better adapted to the computer.

Russell, David H. "An Evaluation of Some Easy-to-Read Trade Books for Children," Elementary English, 38 (Nov. 1961), 475-82.

Uses subjective description, Spache Readability Formula scores and judgment of first- and second-grade pupils and teachers with ten books.

Pace, Zietta S. "Flesch Formulas Applied to Current Readings," Psychological Record, 11 (April 1961), 133-37.

Five recently published books of readings in psychology were analyzed for level of difficulty and human interest.

McLeod, John. "The Estimation of Readability of Books of Low Difficulty," British Journal of Educational Psychology, 32 (June 1962), 112-18.

Assessment of level of difficulty of books involved selecting children of similar reading level and having them read (orally or silently with literal comprehension question) the selections. The results were compared to ratings on the Dolch and Spache formulae.

Groff, Patrick. "Prediction of the Reading Difficulty of Children's Magazines." California Journal of Educational Research, 13 (Jan. 1962), 39-45.

Using the Dale-Chall and Spache formulae, two issues of each of 14 magazines were measured for readability-level.

Diener, Thomas F., and Kaczkowski, Henry R. "Readability of Occupational Information", Vocational Guidance Quarterly, 9 (Winter 1960-61), 87-89.

An analysis of the readability level of three types of occupational literature using the Yoakum formula to determine value and to determine specific patterns within each source.

Bentley, Ralph R., and Galloway, R. Edward. "A Comparison of the Readability of Vocational Agriculture Reference Books with the Reading Ability of the Students Using Them," Journal of Experimental Education, XXIX (June, 1961), 373-83.

Compared scores on the Cooperative English Test, C., and the Iowa Test of Education Development in Grades 10, 11, and 12, with the Dale-Chall readability level of ten common reference books.

Arnsdorf, Val E. "Readability of Basal Social Studies Materials," The Reading Teacher, 16 (Jan. 1963), 243-46. (IV-12)

Reports and analysis of twenty-five books in four basal social studies series for elementary students to determine readability levels both within and between the books of each series.

Scarborough, Olive R., Hindsman, Edwin, and Hanna, Geneva. "Anxiety Level and Performance in School Subjects," Psychological Reports, 9 (Oct. 1961), 425-30.

Statistical analysis of relationship between measures of anxiety and language arts (including reading) for 162 Grade 7 pupils in four schbol centers.

Arnsdorf, Val E. "The Influence of Indefinite Terms of Time and Space on Comprehension of Social Studies Materials," Challenge and Experiment in Reading (edited by J. Allen Figurel,)pp. 159-61. Conference Proceedings of the International Reading Association VII, New York: Scholastic Magazines, 1962. (V-9)

Two selections from a basal social studies book, one as written and the other with indefinite terms of time and space replaced by definite terms, were presented to 412 middle grade children in three schools to determine their comprehension of the two versions.

Beldon, Bernard R., and Lee, Wayne D. "Readability of Biology Textbooks and the Reading Ability of Biology Students," School Science and Mathematics, 61 (Dec. 1961), 689-93. (IV-11)

Comparison of scores on the Dale-Chall Formula for Prediction of Readability of five biology textbooks with the reading scores of 357 students enrolled in tenth grade biology in six high schools to determine the apropriateness of the books for the particular students.

Major, Alexander G., and Collette, Alfred T. "The Readability of College General Biology Textbooks," Science Education, 45 (Apr. 1961), 216-24.

Based on a questionnaire submitted to colleges nationwide, the ten biology texts in most frequent use were analyzed to determine their level of reading difficulty, using Flesch's formula with the syllable index and average sentence length.

Denslow, Orriene D. "Vocabulary and Sentence Study of Eight First Grade Science Books," Elementary English, 38 (Nov. 1961), 487-90.

A comparison of vocabulary, sentence length and variability from sample to sample among beginning science books.

Belden, Bernard R., and Lee, Wayne D. "Textbook Readability and Reading Ability of Science Students," Science Teacher, 29 (Apr. 1962), 20-21, 23.

Comparison of Dale-Chall Readability Scores of five Grade 11 Chemistry texts with the reading scores of students from six high schools and the scores of five physics books with reading scores of the twelfth-grade students.

Marshall, J. Stanley. "Comprehension and Alleged Readability of High School Physics Textbooks," Science Education, 46 (Oct. 1962), 335-46. (IV-12)

Comparison of the comprehension of high school students grouped into four cells: good reader- good physics students, good reader- poor physics students, good reader- good physics students and poor reader- poor physics students. Subjects in each cell were divided into two groups, one which read from an original physics text while the other read a rewritten and more readable form of the same passage to determine the value of the Flesch Reading Ease Formula.

Miller, Wilbur R. "Readability Versus Reading Ability," Journal of Educational Research, 56 (Dec. 1962), 205-09. (IV-12)

The author used the Dale-Chall and Flesch formulae to measure the readability of 5 junior high level industrial arts textbooks. The readability levels were compared to the publisher-rated readability and to the measured reading ability of 411 ninth grade general shop students.

Reading Materials

Barcus, Francis E. " A Content Analysis of Trends in Sunday Comics, 1900-1959," Journalism Quarterly, XXXVIII (Spring, 1961), 171-80.

Report of changes in number, continuity, type and theme of comic strips over a period of fifty-nine years.

Otto, Herbert A. "Sex and Violence on the American Newsstand," Journalism Quarterly, 40 (Winter 1963), 19-26. (III-2)

Reports research into sex and violence in American magazines, American newspapers, and the covers of paperback books. A content analysis was made with the aid of categories developed for classification of the various sex and violence themes; a Violence/Sex Index was made of 55 magazines and the covers of 296 paperback books.

Betts, Emmett Albert. "Impactof Adult Reading on Pupil Achievement," Education, 82 (Sept. 1961), 29-35.

Summarizes 25 studies relating to the reading of adults and children in books, magazines, and newspapers.

Stensaas, Harlan S. "The Front-Page Teen-Ager; How 11 Dailies Treat Him," Journalism Quarterly, 38 (Summer 1961), 373-75.

Content analysis of 12 daily newspapers in South Dakota to determine predominant attitudes toward teenager.

Steigleman, Walter. "Range and Quality of High School Editorials," Journalism Quarterly, 39 (Winter 1962), 92-94, 115.

An analysis of themes and attitudes in 714 editorials submitted in a writers' contest for staffs of high school newspapers and yearbooks.

McIntyre, Robert B. "86.4% of U.S. Households Read Weekday Newspapers: 80.4% of Homes Buy, Read at least 1 Paper Each Day." Editor and Publisher, 94 (Dec. 2, 1961), 9.

Based on 4,826 interviews representing 2,449 households throughout the United States, individuals 15 years and older gave information about their newspaper reading habits as well as related statistics.

Lyle, Jack. "Immediate vs. Delayed Reward Use of Newspapers by Adolescents," Journalism Quarterly, 39 (Winter, 1962), 83-85.

Based on self-administered questionnaires, given to 674 sixth graders and 700 tenth graders, the content of newspapers was classified as immediate or delayed reward types to determine the characteristics of children who tend consistently to choose to read certain types of items.

Davis, Norris G., and Watkins, Sue "Teen-Age Newspaper Reading," "Teen-Agers' Image of Press," and "Teen-Agers' News Interests," Editor and Publisher; 93 (July 23, 1960), 13,54; (July 30, 1960), 14; (Aug. 6, 1960), 14,62.

Survey of 4493 Texas teen-agers to determine newspaper reading habits, images of newspapers and newspaper men, what they would like in a column especially for them.

Reading Difficulties

McDonald, Arthur S. "What Current Research Says About Poor Readers in High School and College," Journal of Developmental Reading, IV (Spring, 1961), 184-96.

A review of research concerned with reading disability at the high school and college levels; contains a seventy-seven item bibliography.

Bliesmer, Emery P. "Evaluating Progress in Remedial Reading Programs", Reading Teacher, 15 (Mar. 1962), 344-50.

Comparison of three methods: (1) determining gains by before and after reading test scores, (2) comparing gains during remedial instruction with prior average gains, and (3) examining reductions in difference between achievement and potential.

Roman, Melvin. Reaching Delinquents Through Reading. Springfield, Ill.: Charles C. Thomas, 1957. Pp. 125.

Comparison of reading and adjustment changes of delinquent boys, ages 13 to 16; I.Q.'s 65 to 95, given three types of treatment: (1) group remedial reading, (2) tutorial group therapy, and (3) interview group therapy.

Woodbury, Charles A. "The Identification of Underachieving Readers," The Reading Teacher, 16 (Jan. 1963), 218-23. (V-14)

Relation of "difference between reading comprehension age and mental age; as a means of identifying underachievers in reading, compared to identification based on use of a differential index."

Holmes, Jack A. "Personality Characteristics of the Disabled Reader," Journal of Developmental Reading, IV (Winter, 1961), 111-22.

The author discusses discrepancies in the findings of various recent experimental studies in the area of personality and reading, theorizes a "gradient shift in the relationship between personality and reading disabilities as children advance through the grades," and presents a report of preliminary findings of his own research to supports his theories. Contains twenty-two references.

Delacato, Carl H. The Treatment and Prevention of Reading Problems (The Neuro-Psychological Approach). Springfield, Illinois: Charles C. Thomas, 1959.

A study of characteristics of forty-five male retarded readers, ages eight to eighteen years, to classify the frequency of common characteristics; the theory of treatment and prevention is based on the communality.

Seigler, Hazel G., and Gynther, Malcomn D. "Reading Ability of Children and Family Harmony," Journal of Developmental Reading, IV (Autumn, 1960), 17-24.

Report of comparison of conflict in the home of the poor reader and the good reader, using ten matched groups of parents of poor and good readers, "with respect to self-descriptions, attitudes toward each other, and attitudes toward their children."

Mazurkiewicz, Albert J. "Social-Cultural Influences and Reading," Journal of Developmental Reading, III (Summer, 1960), 254-63.

An attempt to determine why there are more boys than girls in the retarded reading population by investigating whether fathers and sons classify reading as a "mostly masculine" or as a "mostly feminine" activity and relating the results to the reading ability and choice of curriculum.

Spache, George D., and Tillman, Chester E. "A Comparison of the Visual Profiles of Retarded and Non-retarded Readers," Journal of Developmental Reading, 5 (Winter 1962), 101-09.

Comparison of performance on a visual screening battery by 114 retarded readers with 101 non-retarded, selected from files of a reading clinic.

Robeck, Mildred C. "Children Who Show Undue Tension When Reading; a Group Diagnosis," Challenge and Experiment in Reading (edited by J. Allen Figurel), pp. 133-38. Conference Proceedings of the International Reading Association, VII, New York: Scholastic Magazines, 1962. (IV-9)

A comparison of test scores of children attending reading clinic, 20 of whom exhibited undue tension in contrast to 20 who did not. Oral reading errors, WISC profiles, and a number of associated factors were considered.

Otto, Wayne. "Ability of Poor Readers to Discriminate Paired Associates Under Differing Conditions of Confirmation," Journal of Educational Research, 56 (April, 1963), 428-31. (IV-3)

An evaluation of the difficulty of 30 poor readers from Grades 4-7, ten being assigned to each of three modes of reinforcement (visual, auditory, and kinaesthetic), in learning a list of paired associates (geometric forms and nonsense syllables). Each subject had discrimination training. The investigator explored reasons for ease or difficulty of association.

Woolf, Maurice D. "The TAT and Reading Disability," Problems, Programs and Projects in College-Adult Reading (edited by Emery P. Bliesmer and Ralph C. Staiger), pp. 180-88. Eleventh Yearbook of the National Reading Conference, 1962. (IV-9)

Analysis of variance was used to differentiate between a group of 48 good readers and a matched group of 53 poor readers on certain personality traits identified by the Thematic Apperception Test.

Benton, Arthur L., and Bird, Joseph W. "The EEG and Reading Disability," American Journal of Orthopsychiatry, 33 (Apr. 1963), 529-31. (I)

A review of research studies in which electroencephalographic abnormalities were related to reading disability.

Daly, William C., and Lee, Richard H. "Reading Disabilities in a Group of M-R Children: Incidence and Treatment," Training School Bulletin. 57, (Nov. 1960), 85-93.

Seventy-seven mentally retarded subjects with Wechsler mental ages from 6-1 to 12-7 were given the Durrell Analysis of Reading Difficulty, and rate of reading was compared to mental age expectancy. These 26 subjects were placed in homogeneous and heterogeneous groups for remedial instruction by classroom teachers.

Frost, Barry P. "The Role of Intelligence 'C' in the Selection of Children for Remedial Teaching of Reading," Alberta Journal of Educational Research, 9, (June 1963), 73-78. (V-14)

Through the use of coefficients of correlation the relationship between scores on the Raven Progressive Matrices, the Mill Hill Vocabulary Scale (Oral form), and the Holborn Reading Scale were calculated to test the validity of using intelligence tests to predict improvement in remedial reading classes.

Robeck, Mildred C. "Effect of Laboratory Experience in Course Work in the Teaching of Remedial Reading," California Journal of Educational Research, 13 (Sept. 1962), 154-59. (II)

Relative gains between midterm and final examination scores of 102 university students enrolled in classes in the teaching of remedial reading and concurrently in additional laboratory sections were compared to gains of students enrolled in the course but not in the laboratory.

Ofman, William, and Shaevitz, Morton, "The Kinesthetic Method in Remedial Reading," Journal of Experimental Education, 31 (Mar. 1963), 317-20. (V-14)

Comparison of the effectiveness of learning nonsense syllables by: (1) tracing with the eye, (2) finger tracing, and (3) pronouncing to determine the relative contribution of the Fernald tracing method. Subjects were 30 retarded readers assigned to three equivalent groups.

Talmadge,Max; Davids, Anthony, and Laufer, Maurice W. "A Study of Experimental Methods for Teaching Emotionally Disturbed, Brain Damaged, Retarded Readers," Journal of Educational Research, 56 (Feb. 1963), 511-16. (V-14)

Comparison of the reading improvement of 12 experimental and 12 control pupils, some organic, others non-organic, and the remainder questionable, all emotionally disturbed retarded readers over a period of three months. The experimental group used a kinaesthetic-phonetic approach while control pupils used the traditional method in this pilot study.

Staiger, Ralph C. "Medicine for Reading Improvement," Journal of Developmental Reading, 5 (Autumn 1961), 48-51.

An evaluation of the effects of"deanol" (administered to stimulate neural activity) in reading achievement and on clerical speed and accuracy. Sixty retarded readers from Grade 4 to college were compared to controls given placebo tablets.

Bloomer, Richard H. "The Cloze Procedure as a Remedial Reading Exercise," Journal of Developmental Reading, 5 (Spring 1962), 173-81

A comparison of the progress made in reading by 44 college students who used exercises requiring the writing of every tenth word which was deleted, with that made by a group using Gilberts' Power and Speed in Reading. A second control group of 39 students were randomly selected and given no instruction.

Chansky, Norman M., "Age, IQ, and Improvement of Reading," Journal of Educational Research, 56 (Apr. 1963), 439. (V-14)

Tau coefficients of correlation and partial correlations were used to determine the relationships between I.Q. age, and progress made in a remedial reading class for 41 subjects 8-14 years old, with I.Q's from 82-118.

Silver, Archie A., and Hagin, Rosa A. "Specific Reading Disability: A Twelve-Year Follow-Up Study," American Journal of Orthopsychiatry, 33 (Mar. 1963), 338-39. (IV-9)

A follow-up of 25 specific reading disability cases, after 12 years, to assess perceptual and neurological maturity of all and of reading disability subgroups.

Shabaglian, John A. "A Study of the Effects of Deanol, A Psychic Energizer, on the Learning of Reading by a Group of Mentally Retarded Boys, Ages 12 through 15," National Association of Secondary-School Principals, 36 (Feb. 1962), 174-75. (VI)

Deanol, a psychic energizer, was given to 15 boys I.Q. from 50-69 with M.A.'s over six years, while placebos were given to a matched group, in a crossover design, to determine the effects on reading improvement.

Hirst, Lynne Schellberg. "The Usefulness of a Two-Way Analysis of WISC Sub-Tests in the Diagnosis of Remedial Reading Problems," Journal of Experimental Education, XXIX (December, 1960), 153-60.

A means for analyzing WISC sub-scores taking into account individual differences, applied to thirty pupils with varying levels of retardation.

Neville, Donald. "A Comparison of the WISC Patterns of Male Retarded and Non-Retarded Readers," Journal of Educational Research, LIV (January, 1961), 195-97.

A comparison of the subtest patterns of the WISC of thirty-five male retarded readers (with an I.Q. of 90 or above) with thirty-five non-retarded readers matched to the original group in total I.Q., sex, and grade level.

Coleman, James C., and Rasof, Beatrice. "Intellectual Factors in Learning Disorders," Perceptual and Motor Skills, 16 (Feb. 1963), 139-52. (IV-2)

An investigation to determine whether underachievers show a distinctive pattern of intellectual abilities as reflected in WISC scores. Subjects were 126 underachievers and 20 overachievers with an age range of 7.5-16. The effects of I.Q., age, and degree of retardation were examined separately.

Robeck, Mildred C. "Readers Who Lacked Word Analysis Skills: A Group Diagnosis," Journal of Educational Research, 56 (Apr. 1963), 432-34. (V-14)

Analysis of types of oral reading errors made by 20 reading clinic cases, 6-11 to 12-1 years, in Grades 2-7. Comparisons of their WISC subtest scores with standardized population were made. Case histories were examined to identify casual factors.

Paterra, Mary Elizabeth. "A Study of Thirty-Three WISC Scattergrams of Retarded Readers," Elementary English, 40 (Apr. 1963), 394-405. (IV-2)

An analysis of scattergrams on the WISC of children ranging from 6 years 5 months to 14 years 6 months, and in Grades 1 through 9 to suggest implications for teaching reading.

Walters, Richard H., and Doan, Helen. "Perceptual and Cognitive Functioning of Retarded Readers," Journal of Consulting Psychology, 26 (Aug. 1962), 355-61. (IV-9)

Assessment of the effects of the promise of a reward on perceptual and symbolic learning tasks among 27 students in Grades 7 and 8, divided into advanced, average, and retarded readers and compared with equated control groups.

Cassel, Russell N., and Haddox, Genevieve. "Comparing Reading Competency with Personality and Social Insight Test Scores," California Journal of Educational Research, XII (January, 1961), 27-30.

A study involving 200 ninth-grade students to assess "the relationship between scores on a personality tension and needs test and a social insight test, and reading competency and total educational development test scores, and with grade point averages."

Kallos, George L.; Grbow, John M.; and Guarino, Eugene A. "The WISC Profile of Disabled Readers," Personnel and Guidance Journal, XXIX, (Feb. 1961), 476-78.

From a sample of 300 boys, ages nine to fourteen, with I.Q.'s of 90-109 and at least two years retarded in reading, the WISC profile was compared with that of a previous investigation.